**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 4 Week 1 Story Title: Wings**

**Monday**- Use TE DI -2- 1) Preteach Phonics- Irregular Plurals- Write *jet, jets, glass, glasses.* Ask: *Which of these words are plural- mean more than one? Yes, most plurals are formed by adding “s” or “es” to the base word. Today we will learn about plurals that are formed differently.* Write *leaf.* Say: *Say the word that means more than 1 leaf.* Model changing the “f” to “v” and adding “es”. Blend the word, & then have students blend it together. Write *man, men.* Say: *Which one of these means more than one? Yes, man is changed to men to mean more than one.* Continue having students identify words as singular or plural as they are written down: knife/knives, mouse/mice, wolf/wolves, ox/oxen, goose/geese. 2) Preview Decodable Reader 16: *A Party for the Geese-* Read/discuss words: Review the words on Decodable Reader pg 1; blend the following story words: everybody, ruffled, suggested, gear, strange, tumbled. Discuss the meaning of the words, too. 3) Preview Decodable Reader 16 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 16 orally to the students for fluency.

**Tuesday**- Use TE DI-4- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: attention, complained, drifting, giggle, glaring, looping, struggled, & swooping. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *schoolyard* & say the word as it is written; model how to use meaningful parts to read longer words. Say: *First I ask myself if I see any parts that I know. I see school at the beginning of the word, & yard at the end. I know school means “a place where groups learn together,” & I think a yard means “open space around a building”. So I think a schoolyard means “the space around a school”.* Continue with words: everyone, rooftops, basketball, somebody, policeman, & impressed. 3) Choral/Echo read typed version of Decodable Reader 16 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-6, 19,& 341- 1) Target Skill- Cause/Effect- Discuss the meaning & examples from pg TE DI-6 & pg 387. Also discuss clue words: that often signal cause/effect relationship: because, so, result, & so on. Refer students to story pgs to identify cause/effects. 2) Target Strategy- Answer Questions- review pg 12. Also reread pg 23 for Answer Questions review. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 16- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 16 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.